

SETS SENIOR LEADER ACTION PLAN

CFSC__
12 June 00

CATEGORY: Calendars and Schedules

ISSUE #5: The structural variation of the organization of the school year and the school day among various schools require special consideration and effort from the Army, schools and parents.

SCOPE: Current and easily accessed information about the organization of the school year and the school day is critical to military families in transition. This category will be addressed in three components:

- 5.a School year calendars
- 5.b High school schedules (organization of the school day)
- 5.c Mid-year move

CONFERENCE RECOMMENDATION: Determine, develop, and implement methods for providing parents, students, schools, and installations with accurate and specific information about school calendars and scheduled events.

ISSUE #5.A: SCHOOL CALENDARS

POTENTIAL SOLUTIONS & ACTIONS

MILESTONES

1. Gather, provide, and main accuracy of specific information on the following:

2000-2001

- On the variety of opening and closing dates
- Term start and ending along with grading periods
- Conflicting schedules for major DA or installation
- Events that coincide with school schedules (e.g. graduation)
- Holidays
- Extracurricular Dates (e.g. band, football games)
- Testing Dates (state/district mandated)
- PSAT/SAT testing dates
- Enrollment dates and requirements such as inoculations

RESOURCES:

1. Web-sites: School district web-site information
2. Installation homepage with hotlink to school district
3. Use Education Center for access to computers to research data
4. Army Youth Center has well resourced school information kits
5. Total Army Personnel Data Base Impact Statement
POC Col. Bob Buckstead ODCSPER (703) 695-6432

FOLLOW-UP:

Product development 2000-2001

STATUS RECOMMENDATION: Active**LEAD AGENCIES:**

1. School districts
2. Installation Education Center (access to computers)
3. Military Child Education Coalition (MCEC)...clearinghouse role
4. 9 SETS sites serve as Group Pilot Program

SUPPORT AGENCY:

MCEC

APPROVED BY:**ACTION OFFICER:****ISSUE #5.B: SCHEDULES****POTENTIAL SOLUTIONS & ACTIONS****MILESTONES**

1. Define and provide detailed explanation of the term
“block” and other alternative schedules
2. Give illustrative examples of how alternative schedules
work at each grade level and at each high school campus
3. Collect and update information on the various schedules
and the implications for military students in transition—publish
and provide parents and schools with easy access through both
hard copy publications and on the web sites

Pilot 2001-2002

RESOURCES:

Installation homepage hot linked to school district web site
School district information manager

FOLLOW-UP:

Annual update

STATUS RECOMMENDATION: Active

LEAD AGENCIES:

1. School districts
2. Installation

SUPPORT AGENCY:

MCEC

APPROVED BY:

ACTION OFFICER:

ISSUE #5.C: MID-YEAR MOVES (any move after school begins)

POTENTIAL SOLUTIONS & ACTIONS	MILESTONES
1. HQDA establish a more favorable Army policy regarding mid-year moves for service members with high school age students (consider the EFMP model)	February 2001
2. School districts identify a professional staff member as a designated transition specialist (who sees the student first) to assist incoming students (within the first 10 days) and outgoing students who must move mid-year	Preferably 2000-01 (NTL 2001-02)
3. School districts consider providing at each high school serving military students with consistent program support systems in addition to the transition specialist. A Transition Lab should be established where the academic core needs of incoming and outgoing students are assessed and where customized support is provided through:	

- language and mathematics assessments (criterion based)
- transition teacher-specialist who can accelerate curriculum,
- discern “fits” between what has already been mastered and the current course expectations.
- Technology is used to help the student assimilate quickly into the mainstream of classes/courses (as needed) and/or to complete credits

RESOURCES:

Senior Army policy specialists

School district responsibility to identify and hire Transition Specialist

School district responsibility to develop program and staff Transition Lab

FOLLOW-UP:

HQDA Policy: July Army Education Summit

School District Transition Specialist and Transition Program: data collected from transitioning students and feedback from parents and staff

STATUS RECOMMENDATION: Active

LEAD AGENCIES:

1. DSCPER
2. School districts
3. Military Child Education Coalition

SUPPORT AGENCY:

MCEC

APPROVED BY:

ACTION OFFICER: